

Unit 1: 9th Grade- Building Inclusive Cultures

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

This crosswalk will provide teachers of 9th-grade students with information and resources to help implement the legislative requirements of the 2019 History and Contributions of Individuals with Disabilities and LGBT, Diversity, and Inclusion statutes. This crosswalk will aid teachers and students in their consideration of diverse histories, experiences, and perspectives that promote the dignity and respect of all individuals. All students deserve equitable access to high-quality education that is inclusive of the rich diversity of the state of New Jersey.

Before beginning this work it is important to create community agreements to help create a culture in whatever setting the work is taking place. Follow these attached guidelines for creating community agreements.

Guiding Quote: “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” — Maya Angelou

[Community Agreements](#)

Identity 3 (ID.3): “Students will recognize that people’s multiple identities interact and create unique and complex individuals.”

Justice 14 (JU.14): “Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.”

ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped

by specific details; provide an objective summary of the text.

ELA.RL.IT.9–10.3

Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

ELA.RI.IT.9–10.3

Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA.RL.TS.9–10.4

Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

ELA.RI.TS.9–10.4

Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA.RL.PP.9–10.5

Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

READ ALOUD TEXTS/EXCERPTS

• LGBTQIA+

- [Beyond the Gender Binary](#) by Alok Vaid-Menon, illustrated by Ashley Lukashevsky
 - A poet, artist, and LGBTQ+ rights advocate, Alok Vaid-Menon, doesn't see the world in black and white, They see the world in full color! A world where people have the opportunity to express themselves however they want. This book is a great resource, demystifying what it means when gender is malleable and empowering readers to live their most authentic selves.
- Last Night at the Telegraph Club by Malinda Lo
 - History and romance collide in this award-winning and bestselling novel about two girls who fall in love in San Francisco in the 1950s. Lily and Kath bond over their mutual love of math and science. Kath tells Lily about the Telegraph Club, and they agree to meet there. As the girls fall for each other, they face opposition to their relationship and identity. This book will give you all the feels! (pdf attached)

• Asian Pacific Islanders

- [Read works by influential authors of Pacific Islander and Asian descent](#) living in East Asia, West Asia, South Asia, and around the world in this literary text set.
- [A Thousand Steps Into Night](#) by Traci Chee- This story takes place in Awara, where Miuko, an innkeeper's daughter, lives in a world of gods, monsters, and humans. After she is cursed and starts to turn into a demon, she starts on a quest to undo it.

• Latinx

- **Francisco Jimenez-** Francisco Jiménez was born in Tlaquepaque, Mexico in 1943. He immigrated to California with his family when he was four years old, but did not become a naturalized U.S. citizen till 1965. He is the author of two children's books and three collections of autobiographical short stories, including *The Circuit* (1997) and *Breaking Through* (2001) <http://thelatinauthor.com/featuredauthors/francisco-jimenez/>
- Read this poem by [Juan Felipe Herrera](#) and discuss the imagery he uses Then you can let students explore more poems curated by [Poets.org for Hispanic Heritage Month](#). Have students choose one or more to present or use as an inspiration to write their own. :
- Use this article from the [LA Times to spark a conversation about Latino representation](#) in the

media. Are there any surprising statistics? Students can discuss the importance of representation and potentially identify an example of when they "saw" themselves in the media.

- [The House on Mango Street](#) by [Sandra Cisneros](#)- Mexican American teen Esperanza Cordero longs to escape from a rundown section of Chicago. The short vignettes that make up Sandra Cisneros's book cover a year of Esperanza's life as she moves from childhood into her teen years—a key moment, full of promise but also a little scary, comes when a neighbor gives Esperanza and her friends some high-heeled shoes, marking a rite of passage into womanhood.

- **Students with Disabilities**

- [The Art of Insanity](#) by Christine Webb. Peachtree Teen. ISBN 9781682634578.
 - Gr 9 Up—High school senior Natalie Cordova has two secrets. One is that she was diagnosed with bipolar disorder, something her mother doesn't want her to share. The other has to do with her car accident over the summer. Sophomore Ella saw the accident happen and knows the second secret—it was Natalie's suicide attempt. VERDICT Highly recommended for library collections, this novel would make for excellent discussions.

- **African Culture:**

- [African Cultures and History \(Commonlit\)](#) Learn about the varied cultures, histories, and politics of over 1 billion people across the African continent's 50+ countries.

- **Jewish Authors and Heritage**

- [Jewish Authors and Heritage \(Commonlit\)](#) Learn about Jewish history, cultures, and experiences in this joint literary and informational text set. Great for Jewish American Heritage Month- April!
- [Jewish Heritage Month](#)

- **Native American History and Authors**

- [Native American History and Authors \(Commonlit\)](#) North America is home to millions of indigenous peoples living in hundreds of unique societies. Read native authors and explore the history of Native Americans up to the present day.
- [The Absolutely True Story of a Part-Time Indian](#) In Sherman Alexie's National Book Award winner, Arnold Spirit Jr. is a teenager growing up on the Spokane Reservation. The school he attends is poor—when Junior opens his geometry book he finds his mother's name among the previous owners. A budding cartoonist, Junior eventually transfers to a wealthy high school 20 miles from home where the only other Indian is the mascot. (pdf attached in link)

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

Day 1 Watch: [What is Culture?](#) By Eva Haug

Activating Activity: Discuss How do you define culture? How do you see your world? What expectations do you have of yourself? What expectations do you have from others?

Day 2 Watch: Review: [Culture Iceberg Image](#) Keep this image in mind as you watch the next video. [What is Culture?](#) By the University of Alberta to understand the complexity of the layers of culture.

With a focus on our school community, brainstorm on your own for 5 minutes, then discuss in small groups or as a class.

- How do you define culture?
- How do you see your world?
- What expectations do you have?
- How will you contribute

Day 3 Review: [The Culture Tree](#) - Illustration by Aliza Maynard Zaretta Hammond, in her work on culturally responsive teaching, created a visual analogy called the *Culture Tree*, similar to the iceberg video above, as a way for us to understand the culture. Is there anything you would add to the Culture Tree? Review Robin D'Angelo's [Frame of Reference](#) to discuss how we view the world puts everything into a filter that alters our true understanding (make a connection to filters on social media such TikTok and SnapChat- it is not the true reality but how we either choose to view it or how we have been guided to see things in a certain real that aren't necessarily true

Day 4 Watch: [La Maleta](#) by Luzdivina Lozano - Through Maria's emotional journey, we get a firsthand look at the toll of denying someone's identity can have, not only on them but on those around them. La Maleta speaks directly to our hearts to remind us that when we embrace who we are and accept others for who they are, we become better, together.

Reflection: How have your ideas about culture shifted after seeing the videos and images defining culture? How did the story of La Maleta make you feel? With which character(s) did you relate? How does this story reflect your own experiences? What is in your suitcase(s)? Think about this question at all three levels of the culture tree!

Day 5 Watch: [Accessibility](#) Disability rights activist Eddie Ndopu shares what accessibility really looks like in the publishing of his book. ABC News Phil Lipof spoke with disability rights advocate Eddie Ndopu on his journey to activism and educating on disability awareness in his new book, "Sipping Dom Pérignon Through A Straw."

Day 6: [When humor hurts](#)-a lesson that discusses "jokes" that Students explore the value of humor, how sometimes "jokes" become hurtful, and what we can do when that happens.

WEBSITES (FOR STUDENTS TO INTERACT WITH)

- **ALL DEI**

- Discover what native land you were born on and where you currently live: <https://native-land.ca/>
- Identify how to address people from other races and national origins appropriately according to the National Institute of Health from the US Department of Health and Human Services. <https://www.nih.gov/nih-style-guide/race-national-origin>
- Games that deal with common problems of high school students: <https://cattsmall.com/games/>
- [SweetXheart](#) is a slice-of-life game about microaggressions, race, and gender.
- [15 Minute History](#) is a history podcast designed for historians, enthusiasts, and newbies alike. Has wonderful episodes including Afro-Indigenous Histories of the US, Black History, LGBTQ, Latinx, Women's History, and other ethnic identities histories related to the United States.

- **LGBTQIA+**

- [Chat Spaces](#)
- [The Trevor Project](#)

- **Asian Pacific Islanders**

- [Dharma](#) Lessons of the Indian Epics: Following the Dharma (EDSITEment)
- South East Asia Map <http://www2.harpercollege.edu/mhealy/mapquiz/seasia/semenu.htm>
- Easter Island: <https://www.pbs.org/wgbh/nova/worldbalance/easter.html>
- Easter Island <https://www.pbs.org/wgbh/nova/easter/>
- [Asian Art Museum](#)
- [Asian American Education Timeline](#)

- **Latinx**

- <https://www.pbslearningmedia.org/collection/latino-americans/>
- <https://www.zinnedproject.org/themes/latino/>
- **Videos:**
 - Watch this short introduction to [Frida Kahlo](#) from TED-Ed (via YouTube) and then, to explore further, jump over to [Google Arts & Culture](#) to learn more and see her art. Have students determine what pieces of her life they see reflected in her art.
 - Though it's hosted on YouTube, this audio-only podcast from the Fall of Civilizations is about the [Aztec empire](#). In its entirety, it would span several class periods, so it's probably best in shorter segments. Listening is a great opportunity for students to practice their note-taking skills.
- Click through this Google Arts & Culture [collection of Latino musicians](#) with embedded audio of interviews and music. Have students share some of their favorite Latino and Hispanic artists and bands.
- Pair this feature on the Library of Congress website with actual texts, and students can hear [Hispanic and Latino authors](#) reading their work to make it come alive.

- Latinx Book Festival each Friday of Hispanic Heritage Month
2023 <https://www.latinxkidlitbookfestival.com/>
- **Students With Disabilities**
 - What does it mean to have a "disability"? How many people truly have disabilities? <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>

PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)

- Edsitement- geared towards English, Social Studies, and the Performing Arts. Sign up using Google Classroom Link. <https://edsitement.neh.gov/teachers-guides>
- [We are not a stereotype- Asian-American Bias](#)- Video Series from the Smithsonian Asian Pacific American Center
- Jan 15-March 8- Culturally Responsive Art Education (CRAE) Workout. A self-guided weekly program that has curriculum and instruction for teachers to push themselves through culturally responsive ideas. Teachers can register at www.artsednj.org/CRAEWorkout
- [A Long Talk](#)- a free monthly conversation to discuss all topics regarding anti-racism to reflect, digest, and transform
- Racial Equity Tools Glossary (attached)
- Learning for Justice: <https://www.learningforjustice.org/> Free lessons, newsletters, etc. Easy to sign up.
- **Seven C's for Effective Teaching**
 - Read: <https://www.ascd.org/el/articles/seven-cs-for-effective-teaching>
 - Watch: [Reality Pedagogy and/as Presencing w/ Chris Emdin and Tanya Birl-Torres](#)
 - Reflect: Do you think could readily be implemented in your work with students, and which ones would you want to take more time to develop, and how might you develop them?
- Responding to Bias Incidents from the Anti-Defamation League (attached). This is a great resource that includes reflection questions and explains why derogatory comments should not be used and how to address the situation. The incident and page number are listed below:
 - **Antisemitic Incidents** page 16 (Swastika 16, Heil Hitler Salute 18, Holocaust "Jokes" 20, Throwing Pennies 24)
 - **Racist Incidents** page 24 (N-Word 24, Nooses 26, Comparing Black People to Monkeys 28, Confederate Flag 30, "All Lives Matter" 32, Anti-Asian Racism -related to Covid 34)
 - **Anti-Immigrant Bias** (Sometimes Called "Xenophobia") page 36 (Build the Wall 36, Go Back To Where You Came From 38)
 - **Anti-Muslim Bigotry** page 40 (Terrorists References and Bomb Joke 40)
 - **Anti-LGBTQ+ Bias** page 42 (That's So Gay 42, F-Word 44, Misgendering and Deadnaming Transgender and Nonbinary Students 46)

- **Disability** page 48 (R-Word 48, SPED 50)
- **Teaching Strategies** (from Learning for Justice)- Say Something, What Would They Say, Text Talk Time, Fishbowl, Four Perspectives, Save the Last Word for Me (attached).

Questions to ask yourself when considering DEI in your curriculum ([from NJ State](#))

Standards-Based: Are the lessons in accordance with the New Jersey Student Learning Standards and do they promote interdisciplinary connections?

Student-Centered: Do the instructional strategies and resources promote independent learning and ownership of the learning process?

Action-Oriented: Do the lessons focus on a compelling, authentic and engaging problem that inspires students to take action in response to real-world challenges?

Culturally Responsive: Do the lessons require the activation and incorporation of students' cultural background knowledge to build new knowledge and skills?

Inclusive: Do the lessons include resources created by authors of diverse backgrounds as well as include the expertise, contributions and perspectives of diverse cultures, abilities and identities?

[RET_Glossary_expanded_2021-10.pdf](#)

[Responding_to_Bias_Incidents__1_.pdf](#)

[Say_Something.pdf](#)

[Text_Talk_Time_6-8_9-12_Learning_for_Justice.pdf](#)

[Text-based_Fishbowl_Learning_for_Justice.pdf](#)

[Four_Perspectives.pdf](#)

[Save_the_Last_Word_for_Me.pdf](#)

[What_Would_They_Say_Learning_for_Justice.pdf](#)